

BILLINGS PUBLIC SCHOOLS HEALTH ENHANCEMENT FIRST GRADE

PHILOSOPHY

The health enhancement curriculum seeks to educate children regarding the importance of self-responsibility in achieving and maintaining a healthy lifestyle. Its purpose is to help young people take an active role in protecting, maintaining and improving their health while, at the same time, sensitizing them to critical ethical and moral issues that confront our society. It integrates lifestyle management throughout the curriculum and focuses on the total self. It addresses the intellectual, social, emotional and physical dimensions of self in addition to activity and sport. It emphasizes health as a value in life and enhances critical thinking, decision making and problem solving skills regarding health.

Therefore, as an educational system we believe we can teach all children and all children can learn. We believe accessing knowledge, reasoning, questioning, and problem solving are the foundations for learning in an ever-changing world. We believe education enables students to recognize and strive for higher standards. Consequently, we will commit our efforts to help students acquire knowledge and attitudes considered valuable in order to develop their potential and/or their career and lifetime aspirations.

STATE STANDARDS

- I. The students have a basic knowledge and understanding of concepts that promote comprehensive health.**
- II. The students demonstrate competency in a variety of movement forms.**
- III. The students apply movement concepts and principles while learning and developing motor skills.**
- IV. The students achieve and maintain a challenging level of health-related physical fitness.**
- V. The students demonstrate the ability to use critical thinking and decision making to enhance health.**
- VI. The students demonstrate interpersonal communication skills to enhance health.**
- VII. The students demonstrate health-enhancing behaviors.**

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LEARNING OBJECTIVES

I. The students have a basic knowledge and understanding of concepts that promote comprehensive health

1. locate and describe heart beat.
2. recognize that bones & muscles help one move; the heart is a muscle.
3. discuss procedures in an emergency.
4. recognize proactive steps to prevent injury (e.g. proper clothing).

II. The students demonstrate competency in a variety of movement forms.

1. demonstrate pattern for skip, hop, gallop & slide.
2. combine locomotor and non-locomotor skills using smooth transitions.
3. demonstrate simple movement patterns combining locomotor and manipulative skills.
4. demonstrate manipulative skill forms (e.g. dribble, kick, throw, catch, and strike) from a stationary position.
5. combine balancing and weight transfer, into a sequence.
6. adapt movement skills to changing conditions (e.g. chasing, fleeing & dodging to avoid others).
7. perform simple dance sequences to music.
8. create simple expressive movement sequences.

III. The students apply movement concepts and principles while learning and developing motor skills.

1. recognize elements for fundamental skills.
2. recognize and apply movement concepts of effort, time, and space.
3. recognize basic biomechanics concepts (e.g. force absorption; muscles move the body by producing force).
4. recognize that improvement occurs gradually.

IV. The students achieve and maintain a challenging level of health-related physical fitness.

1. recognize physiological indicators of activity (e.g. heart beat, body temperature, and breathing).
2. recognize basic principles of fitness (e.g. importance of proper warm-up and cool-down).
3. sustain moderate to vigorous activity for longer periods of time.
4. participate in a variety of developmentally appropriate fitness activities.

V. The students demonstrate the ability to use critical thinking and decision making to enhance health.

1. recognize the importance of accepting responsibility for one's own actions.

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2. demonstrate working cooperatively with another to complete a task.
3. identify appropriate problem solving techniques.
4. demonstrate appropriate conflict resolution in physical activity settings.
5. apply rules and procedures with minimal teacher reinforcement.
6. apply established safe practices with minimal teacher reinforcement.

VI. The students demonstrate interpersonal communication skills to enhance health.

1. discuss healthy ways of dealing with feelings (e.g. sportsmanship).
2. identify and show respect for other gender; and be considerate of others who are different.
3. demonstrate active listening skills.
4. practice non-violent strategies to resolve conflicts.

VII. The students demonstrate health-enhancing behaviors.

1. discuss healthy ways of dealing with feelings.
2. show respect for others property.